

Implementing the Common Core State Standards: *Reaching for the Stars*



“ A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines.” -Emerson

- **Are we there yet?: Taking Stock of Idaho Core Implementation**
- **Highlight of Major Shifts**
- **PD opportunities**



Short Write:

Name one success in your school or district with Idaho Core implementation this last school year?

What remains your greatest challenge?

➤ Take 2 minutes to write your answers

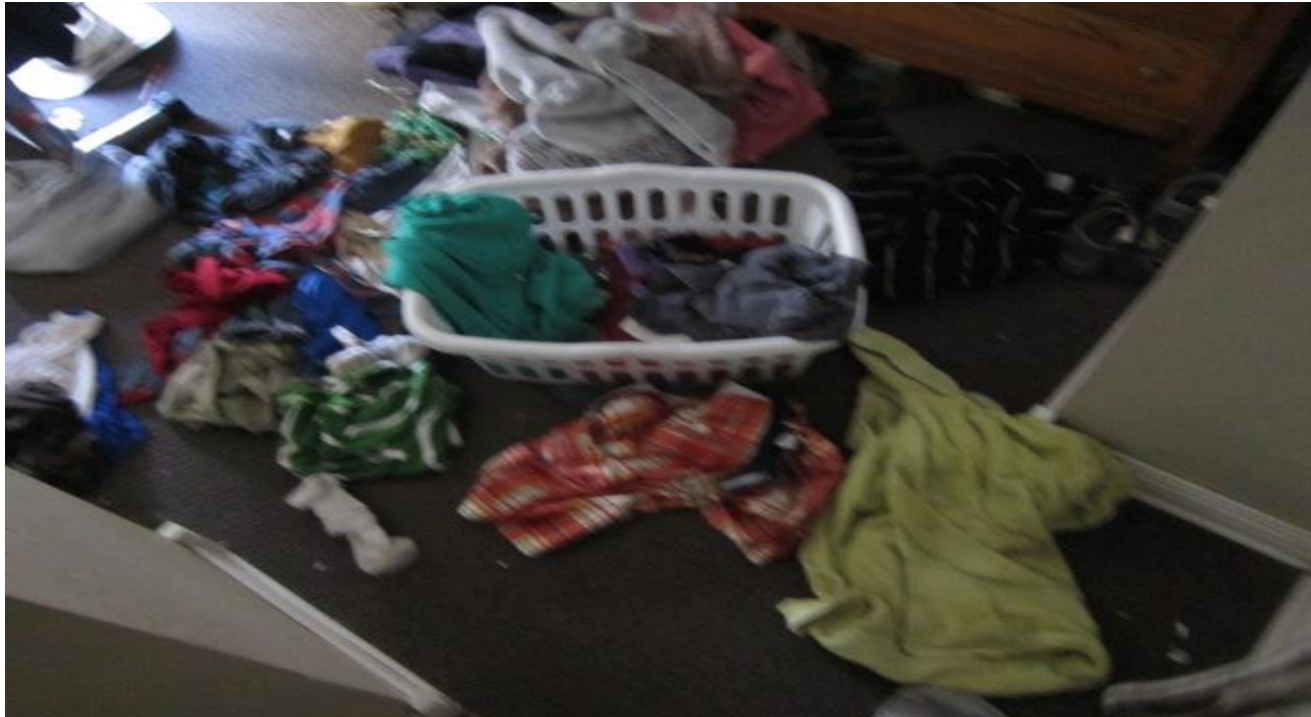


ARE WE THERE YET !?!



MATT GROENING

Expectations



Aspiration

“We choose to go to the moon in this decade and do the other things, not because they are easy **but because they are hard.**”

Our Educational Sputnik Moment

Aspiration

“This country was not built by those who waited and rested and wished to look behind.”

Our Educational Sputnik Moment

Why the Common Core???

- 100% of Idaho students who go on to college have passed all course work and exit exams but 47% need REMEDIATION
- US ranked 27th of 34 countries in Math, 17th in Reading [2012 PISA, a test of 15 year olds]
- Thirty percent of high school graduates can't pass the U.S. military entrance exam, which is focused on basic reading and math skills.
- Only 49 % of Employers say recent graduates are adequately prepared for the workplace [*Conservatives for Higher Standards*]



Why the Common Core???

School Too Easy Say Students

- 39 % of seniors rarely if ever write about what they read
- Only 20% of 8th graders read 20 pages or more at school or for homework
- 37% of 4th graders say Math work is often or always too EASY
- 57% of 8th graders say history work is often or always too EASY

[Center for American Progress, Aug. 2012]

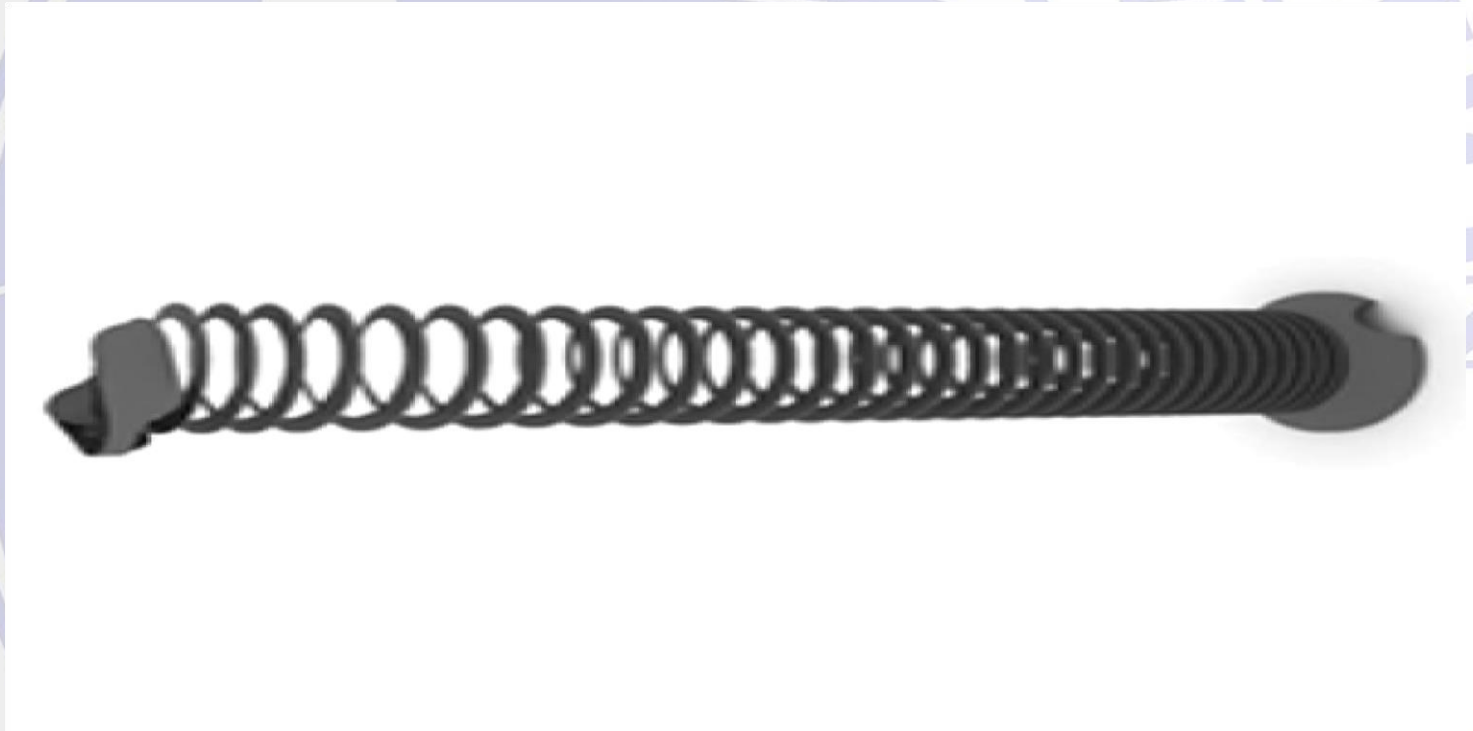


English Language Arts and Literacy: Core Concepts

- **Need increase in text complexity K-12**, foster close reading of these texts, and perseverance, literacy owned across all content areas
- Writing is primary, not secondary. **Students should write about complex texts, not their summer vacation.** Goal: foster fluent, flexible, rhetorically agile writers
- Creation and delivery of material orally highly valued as is collaboration with peers
- Strategic use of digital resources, including research skills, is highly valued
- ❑ Need to provide deeper learning opportunities to highest cognitive level: Creation

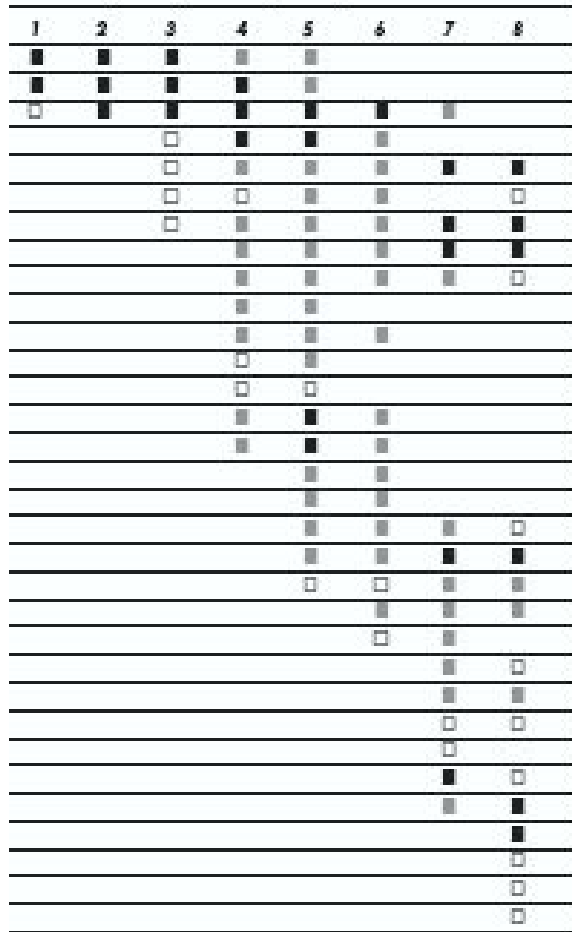


Math Pedagogy...the horizontal slinky

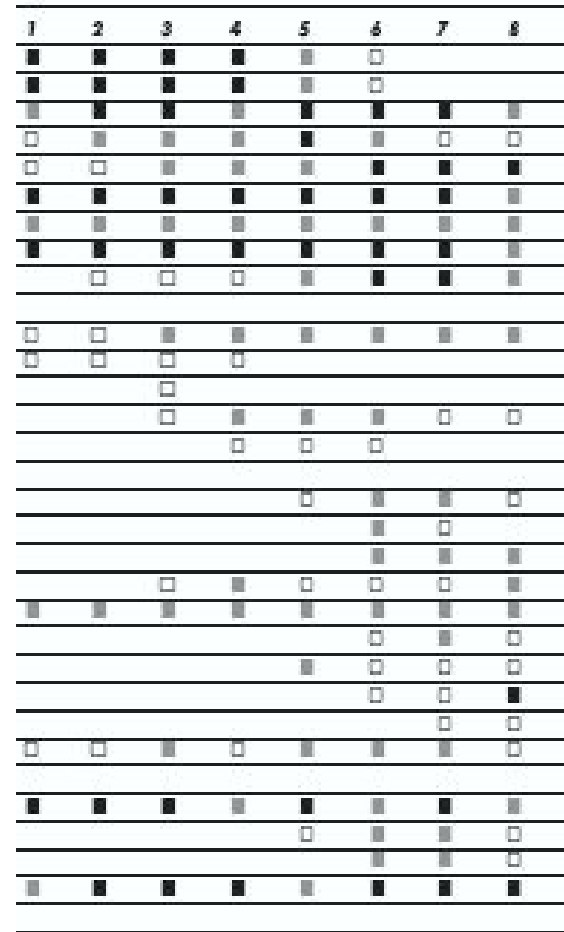


The shape of math US vs. Top Achievers

Mathematics topics intended at each grade by at least two-thirds of A+ countries



Mathematics topics intended at each grade by at least two-thirds of 21 U.S. states



¹ Schmidt, Houang, & Cogan, "A Coherent Curriculum: The Case of Mathematics." (2002).

Mathematics: Core Concepts

- **Fewer concepts, deeper dive into each**
- **Emphasis on conceptual and procedural understanding-not rote memorization of formulas**
- **Clear Learning Progression across grades**
- ❑ **Emphasize Math Practices-skills needed to indicate proficiency:**
 - **Make sense of problems and persevere in solving**
 - **Model with mathematics**
 - **Construct viable arguments, critique other's reasoning**
 - **Reason abstractly and quantitatively**



A Sea Change: not nibbling around the edges

- Old School, *Cliff Notes* version [the 12 day, 15 city European Tour]:

One class session on Transcendentalists, summary, no primary texts, tested by matching: Who wrote Walden?

“I think it’s about some dude who went fishing.”

- Idaho *Core*:

Read actual writings of Thoreau on civil disobedience and trace the lineage of this movement through Gandhi's work in India, the civil rights movement [MLK] in the US, and the Arab Spring.

- ☐ Research and collaborate with a partner to create and deliver an oral presentation, strategically using digital resources, standing for questions.
- ☐ Individuals write an organized, detailed analysis on this topic, citing relevant text reference. Peer revise/edit. Final draft.

✓ Must reach the classroom and change instructional practice



What is performance assessment?

- If you want to know if someone can do something, have them do it and score it by a set of rules [Rubrics]
- Authentic, active, requires creativity and synthesis and application –highest cognitive complexity
- Rubrics with student responses provide a platform for instruction and common language around learning
- ✓ Marriage of assessment and instruction-Formative
- ❖ **SBAC: Writing about what is read will be assessed at every grade**



Try your hand

Write short paragraph about the first time you rode a rollercoaster. Directive: Which best communicates this experience [narrative mode]?

a. The line was a long line. It took a long time to get to the front. I felt sort of funny before I rode the rollercoaster. The line was so long. I am glad I road the rollercoaster after all. I ride it all the time now when I go there.



Try your hand, cont.

- b. Looming before us was the infamous Wild Mouse Rollercoaster. The line of miners going up Chilkoot Pass in the Klondike had nothing on this one. Several birthdays came and went before we reached the front, while my stomach did wingovers, sweat beading on my forehead. Here we go! Visible still are my finger prints embedded in car 29's safety bar.
- c. It took 45 minutes to get to the front of the line for the rollercoaster, and I was getting nervous. I got more and more nervous until we finally reached the front. We were on, and it was fun, but I did not let go of the bar. I really like the part that goes through the pool of water. Now it is my favorite ride. I also like the Ferris wheel.

❖ *Build a Rubric; Learning progressions*



Brief write and share

What do you know about these students' ability to write?

Think, write and share in 3 minutes.



Begin with the end in mind...

Task Overview (120 total minutes):

Title: Author Study—Emily Dickinson

Part 1 (35 minutes): Ultimately tasked with writing an informational essay on connections between Emily Dickinson's life and her poetry, students will read two poems by Dickinson and three articles about the poet, taking notes on these sources.



Begin with the end in mind...

Task Overview (120 total minutes):

They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information. ***Part 2*** (85 minutes): Students work individually to compose full-length informational essays on the connection between Dickinson's life and poetry, referring to their notes as needed.



Begin with the end in mind...

Prior to composing their full-length essays, students will be allowed access to the articles and poems they viewed in the beginning. Pre-writing, drafting, and revising will be involved. ***Scorable Products:*** Student responses to the constructed-response questions and the essay will be scored.

- ❑ What does this tell us about student ability to write?



Contrast with the old:

ISAT SAMPLE ITEM; Gr 8 LU

Which sentence would not be used as a thesis statement in a persuasive essay?

- A. Donating books to the local hospital is an excellent way to contribute to your community.
- B. Being a vegetarian is not only good for your body, but it is beneficial for the environment as well.
- C. Replacing tires on your car when the tread is worn is necessary maintenance.
- D. An off-leash area for dogs would be the best enhancement for the community park.

☐ What does this tell us about student ability to write?



The Idaho Core Coach Network: We Worked at Capacity All Year...

Deep training in instructional design and delivery based on EQuIP rubric by 8 Idaho Core Coaches

<http://www.sde.idaho.gov/site/contact/regionalContacts.htm>

- 225 Teacher Leaders from 100 districts and charters [TL] highly trained [300 hours average] through 8 face to face days with online course; replicate in home districts in spring 2014 and beyond, **sub-reimbursement and \$1000 stipend paid by SDE**
- Parallel Administrator training for over 300 Administrators: creating and reinforcing a **common language** about what the core looks like in classroom-h
- **Sustainability: Deeply trained TLs remain in Districts!**



The Right People....



“The only way to do great work is to love what you are doing.” Steve Jobs

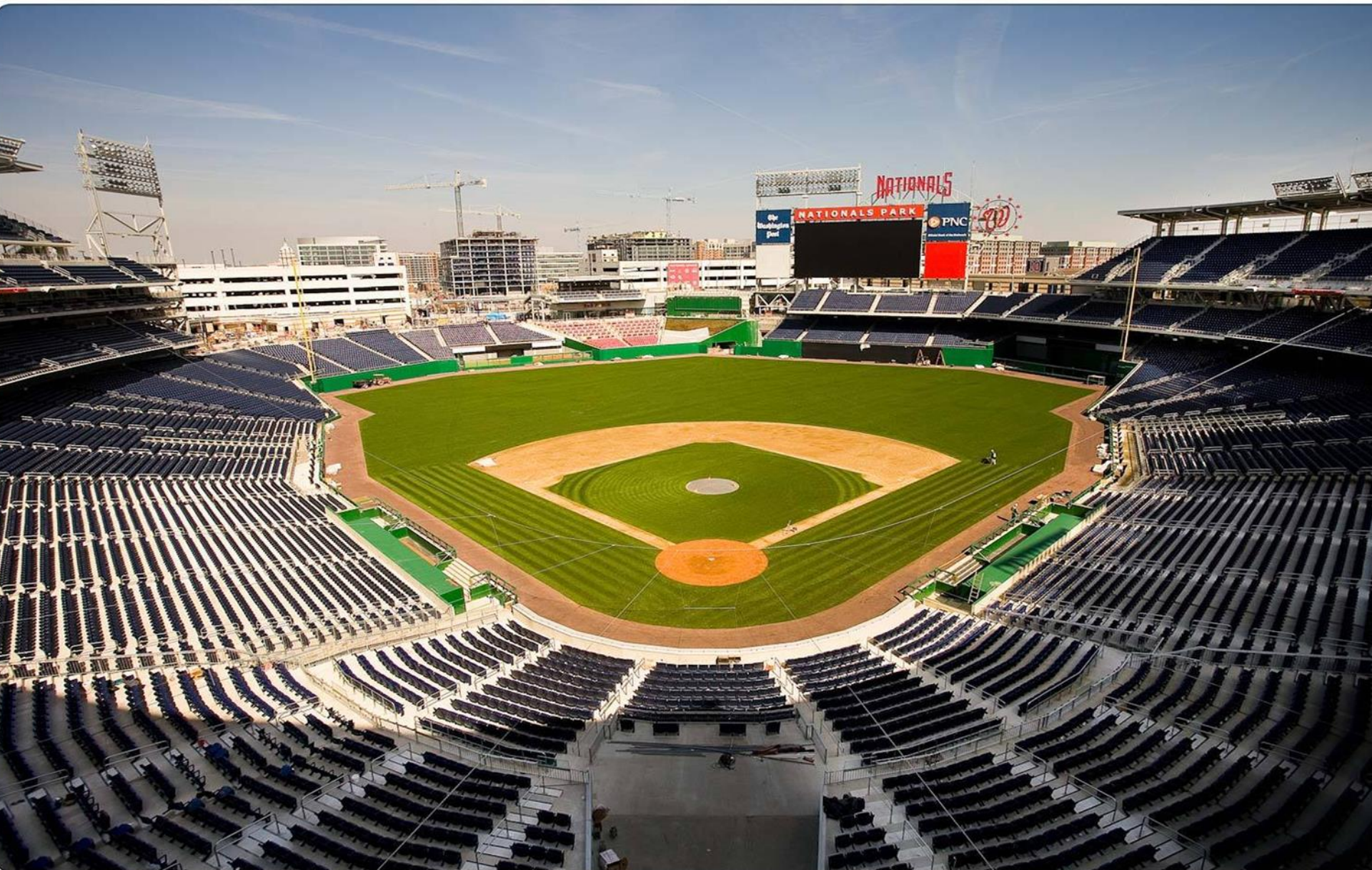


The Right Ingredients...

- ❖ Building Relationships
- ❖ Quality, Research Based Professional Development
- ❖ Time
- ❖ Ongoing, Consistent Support



If we build it, will they come...



Replication took many forms...



Impact Beyond the Numbers...



MTI Phase Two: Math Regional Centers

Building on Math initiative...

- 8 regional specialists devoted to Serving districts with targeted PD/ like needs and geographic pods- 4 Regional Directors at ISU, BSU, LCSC and U of I.

<http://www.sde.idaho.gov/site/contact/regionalContacts.htm>

- Connection to higher ed faculty to influence pre-service programs and consistency across the **k-21 spectrum**
- Training for in-service teachers, training of fellows for continuity and sustainability of program
- Region wide gatherings open to all in 2014-15

<http://www.sde.idaho.gov/site/contact/regionalContacts.htm>



MTI Phase Two: Math Regional Centers

- **Work with around 100 District and charters in 2013-14**
- **Meeting local needs by common needs and geographic location**

Centers provide:

- **Mathematics survey and assessment**
- **Classroom/Lesson observation**
- **Video recording of lessons, with feedback**
- **Lesson and Unit planning**



Building a Principal Implementation Workgroup

Implementing the Idaho Core Standards means change management for all schools: transforming instructional design and delivery while building a positive culture of learning are tall orders.

- Ongoing focused work on strategic planning and implementation led by Mel Riddile.
- Onsite meetings in three locations throughout the year, with follow up in webinar and chat rooms.
- Details coming soon at this link for all PD centered on the core at our Idaho Core landing page:

<http://www.sde.idaho.gov/site/common/>



Resources: Important Idaho Core Links

Resources for Educators in our Toolboxes:

<http://www.sde.idaho.gov/site/common/>

Professional Development Site with Registration and
Summary of Offerings for ELA/Literacy and Math:

<http://www.sde.idaho.gov/site/common/workshops.htm>



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